DOCUMENT RESUME

ED 036 075

EF 002 730

TITLE	PLANNING OUTLINE FOR SECONDARY SCHOOLS.
INSTITUTION	WARREN HOLMES CO., ARCHITECTS, LANSING, MICH.
PUB DATE	67
NOTE	71P.
AVAILABLE FROM	WARREN HOLMES COMPANY, LANSING, MICHIGAN
EDRS PRICE	EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
DESCRIPTORS	*EDUCATIONAL OBJECTIVES, *EDUCATIONAL PHILOSOPHY, *EDUCATIONAL SPECIFICATIONS, FACILITY REQUIREMENTS, PLANNING, *SECONDARY SCHOOLS, *SPECIFICATIONS

ABSTRACT

THE DETAILED QUESTIONS LISTED IN THIS DOCUMENT, FIRST ON EDUCATIONAL PHILOSOPHY AND OBJECTIVES, AND SECOND ON THE FACILITY REQUIREMENTS OF EACH INSTRUCTIONAL AREA, PROVIDE A MEANS OF GENERATING EDUCATIONAL SPECIFICATIONS FOR SECONDARY SCHOOLS. (PPO)

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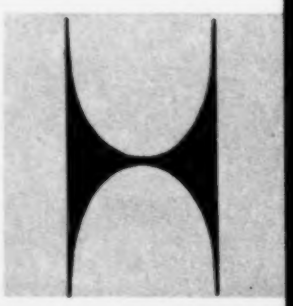

PLANNING OUTLINE FOR SECONDARY SCHOOLS

WARREN HOLMES COMPANY
ARCHITECTS · LANSING, MICHIGAN

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PLANNING OUTLINE

FOR SECONDARY SCHOOLS

FOREWORD

The philosophy of secondary education at the present time is changing so rapidly that the planning for a new school takes on the scope of a complete reassessment of the values in our society and a determination of what methods will be most effective in preparing our young people to live in the world we expect they will encounter.

Consequently it is hoped that this Outline will stimulate a study in depth, if it has not already been done, of what THIS institution really wants to have happen to youngsters, as well as serve as a check list for the facilities needed.

The determination of the actual facilities to be provided in a school is not a particularly difficult problem AFTER it has been decided WHAT is to be done and HOW those charged with the responsibility are going to do it.

The WHATS and the HOWS can only come out of an accepted basic philosophy expressed in a set of Goals and Objectives that concern themselves with what it is desired that young people achieve. Initially this is a total school philosophy and becomes a backdrop against which the answers to all questions are tested. Later, in the various areas of activity, a set of Goals and Objectives should be set up indicating how each expects to help implement the accepted concepts of the total organization.

Following is a list of some basic issues, a discussion of which may suggest some of the Goals and Objectives desired. The first of these issues deal with the attitude of the school will take towards the development of the student as a person while others will have to do with organization and the methods which will function most successfully in achieving the Goals and Objectives.

The remainder of the Outline is broken down into traditional areas with detailed questions in each. Consideration of these questions will raise many more.

The answers to these questions and those raised in the basic issues, along with statements of basic philosophy, will constitute your set of educational and building specifications.

The most effective use of the Outline will be made if members of the administration, staff and committees who will be active in the planning meet with us and discuss it in some detail. This will give them an opportunity to ask questions and be assured that their work will produce the information needed.

SOME BASIC ISSUES

1. What should be the attitude of administration and staff toward the total development of the individual student? What is it we want to have happen to young people?
2. What should be the place of pupil activities in the school program?
   a. What should be the role of the student council?
   b. What other types of experiences should be fostered, such as clubs, student government, recreation and social activities?
3. What emphasis should be placed on pupil-teacher planning and student participation in the operation and administration of the school?
4. How should the high school of the future be administered?
   a. What should be the role of the principal?
   b. What should be the role of other administrative personnel?
5. What concern should be given to the problems of A-typical children (the mentally accelerated, the mentally handicapped, the physically handicapped)?
6. What provisions should be made for satisfying the needs of the students with varying abilities and interests?
7. What provisions should be made for needs of early school leavers with regard to terminal instruction?
8. To what extent should the community be brought into the planning of program and activities?

9. How should the status of public understanding of the functions and processes of education affect present planning?

10. How should our ability to secure the desired staff affect present planning?

11. How should out ability to project programs of the future affect present planning?

12. What organizational set-up will serve best the adopted philosophy of the school as K-6-3-3, K-6-2-4, K-5-3-4 or some other. How will the efficient use of existing facilities affect this choice?

13. What should be the organizational set-up of the building?
    a. Should all activities of a department be concentrated in one area?
    b. Should a majority of activities of each grade group be centered in separate areas?
    c. Should the building be developed with several separate "schools" using common major facilities?
    d. Is there an optimum enrollment size which is most effective for the high school program contemplated?

14. How should the school day be organized?
    a. What should be the length of the class period and the number of periods per day?
    b. Should the class period be fixed in length or should it be flexible to provide for varying teaching techniques and group needs?
    c. Should the student group size working together be fixed or vary according to group and individual needs?

15. What teaching methods and techniques should be used in the future?
    a. Should the problem-solving approach be used with problems cutting across subject matter lines?
    b. Should there be integration of some subject matter fields?
    c. Should it be possible to combine sections into larger groups if desired?
    d. Should there be opportunities for individuals to pursue areas of interest beyond that of the regular class group?
    e. Should the laboratory technique be used in more subject areas?
    f. Should there be a longer continuity of teacher-student relationship than a single period per day or more than one semester?
16. Will the site be considered as part of the educational facilities of the school plant?
17. What provisions should be made for year around use of any or all areas of the building?
18. To what extent should provisions be made for adult use of facilities for both educational and recreational activities?

A. ENGLISH

1. How many teaching stations will be required for the functions of this department?
2. Should these classrooms be grouped in one part of the building or will they be in quite different areas?
3. How should they be located in relation to any other subject areas or special facilities?
4. What should be the approximate size in square feet of each classroom? This will depend on the number of students expected and the variety of experiences planned.
5. What are the other space requirements of the program as work room, office-conference or storage?
6. What will be the location of these areas with respect to the classrooms or the department as a whole?
7. Should it be possible to combine the space of two or more rooms for use of larger groups or should there be a facility specifically designed for instruction of large groups?
8. How much shelving should be provided for reference and supplemental books?
9. Indicate the nature and amount of magazine and pamphlet display desired.
10. Indicate the type and amount of storage for various teaching aids and materials, noting any of unusual dimensions.

11. Give details of various types of exhibit areas including bulletin board, peg board and enclosed cases.
12. Indicate the amount and location of chalkboard.
13. Give the amount of work counter desired and location.
14. What will be the special requirements for the use of visual aids as darkening curtains, permanent screen, and ceiling spots?
15. Indicate any special electrical outlet requirements.
16. Journalism:
    a. Answer questions listed under English.
    b. List any special features needed as additional counter space or a closed off area for group work.
17. Publications:
    a. Indicate size and location with reference to other rooms as Journalism or Business Education and desirability of a vision panel from such room.
    b. Should there be direct access from any other rooms or from the corridor only?
    c. Will this room need to be divided into separate areas for the school paper and year book activities?
    d. Indicate special facilities needed as work counters, (amount and heights) storage cabinets, electrical outlet locations and sink.
    e. Give amount and location of bulletin board and peg board desired.

18. Speech:

    a. Answer questions listed under English.

    b. Should there be a stage or platform and how high?

    c. Will this call for a stage curtain or special lighting?

    c. Should there be access to the stage from the corridor?

    d. Will there be a P.A. control booth, speech practice rooms or practice alcoves?

19. Speech Correction:

    a. Indicate the special features needed to make such a room effective.

    b. Where should it be located in relation to other building facilities?

    c. What size room is required and can it serve any other function?

20. Remedial Reading:

    a. What size room is desired?

    b. What special facilities should be included?

    c. Where should it be located in relation to other building facilities?

    d. Might Remedial Reading and Speech Correction share the same or adjacent areas?

21. Developmental Reading:

    a. What size room is desired?

    b. What special facilities should be included as out-lets for reading aids, etc.

    c. Where should it be located in relation to other building facilities?

B. SOCIAL STUDIES

1. How many teaching stations will be required for the functions of this department?
2. Should these classrooms be grouped in one part of the building or will they be in quite different areas?
3. How should they be located in relation to any other subject areas or special facilities?
4. What should be the approximate size in square feet of each classroom? This will depend on the number of students expected and the variety of experiences planned.
5. What are the other space requirements of the program as work room, office-conference or storage?
6. What will be the location of these areas with respect to the classrooms or the department as a whole?
7. Should it be possible to combine the space of two or more rooms for use of larger groups or should there be a facility specifically designed for instruction of large groups.
8. How much shelving should be provided for reference and supplemental books?
9. Indicate the nature and amount of magazine and pamphlet display desired.
10. Indicate the type and amount of storage for various teaching aids and materials, noting any of unusual dimensions.
11. Give details of various types of exhibit areas including bulletin board, peg board and enclosed cases.
12. Indicate the amount and location of chalkboard.
13. Give the amount of work counter desired and location.

14. What will be the special requirements for the use of visual aids as darkening curtains permanent screen and ceiling spots?

15. Indicate any special electrical outlet requirements.

C. LANGUAGE

1. Will the activities here be part of the total K-12 program?
2. Does the philosophy of organization of the school call for the various facilities of this department to be grouped in one area of the building or in quite different areas?
3. Should the classroom be developed as a language laboratory or should this be a separate unit?
4. If the classroom is to be developed as a laboratory or a separate facility provided, the specific type of layout and equipment desired should be determined. This should include any auxiliary areas desired as Control Room, Recording Rooms and Storage Room for tapes and spare equipment.
5. Should the Laboratory facilities be located so they are easily available for use by students in other departments?
6. What should be the approximate size in square feet of each classroom? This will depend on the number of students expected and the variety of experiences planned.
7. How much shelving should be provided for reference and supplemental books?
8. Indicate the nature and amount of magazine and pamphlet display desired.
9. Give details of various types of exhibit areas including bulletin board, peg board and enclosed cases.

10. Indicate the amount and location of chalkboard.

11. What will be the special requirements for the use of visual aids as darkening curtains, permanent screen and ceiling spots?

D. MATHEMATICS

1. How many teaching stations will be required for the functions of this department?
2. Should these classrooms be grouped in one part of the building or will they be in quite different areas?
3. How should they be located in relation to any other subject areas as science or industrial arts?
4. What should be the approximate size in square feet of each classroom? This will depend on the number of students expected and the variety of experiences planned.
5. What are the other space requirements of the program as work room, office-conference or storage?
6. What will be the location of these areas with respect to the classrooms or the department as a whole?
7. Should it be possible to combine the space of two or more rooms for use of larger groups or should there be a facility specifically designed for instruction of large groups?
8. How much shelving should be provided for reference and supplemental books?
9. Indicate the nature and amount of magazine and pamphlet display desired.
10. Indicate the type and amount of storage for various teaching aids and materials, noting any of unusual dimensions.
11. Give details of various types of exhibit areas including bulletin board, peg board and enclosed cases.

12. Indicate the amount and location of chalkboard and any special markings desired.

13. Give the amount of work counter desired and location.

14. What will be the special requirements for the use of visual aids as darkening curtains, permanent screen or ceiling spots?

15. Indicate any special electrical outlet requirements.

E. SCIENCE

1. Does the philosophy of organization of the school call for the various science laboratories to be grouped in one part of the building or may they be in quite different areas?
2. What should be the location of any science areas in relation to other facilities such as Mathematics, Industrial Arts, Home Making, Journalism, the Materials Center or others?
3. Should the laboratories provide for individual differences in interests and abilities and how will this affect type of facilities and room design?
4. How much emphasis should be placed on discovery and how much on proving?
5. Would it be advantageous to have all sciences areas so grouped that they might have a common work and storage room?
6. Should there be an area for group projects; for continuing projects; for a student to work beyond the course offerings of the school?
7. Should there be an area for library research in connection with the laboratory?
8. Should there be a dark room in this area?
9. Chemistry:
   a. What will be the class size?
   b. How many square feet of space will be required?
   c. What auxiliary areas will be required such as preparation room, storage, conference and office? Might they be common with the other science areas?
      Indicate the size and facilities in each.

d. How much shelf space should be provided for reference books?

e. Indicate the amount and nature of magazine and pamphlet display.

f. Indicate the amount and type of storage needed for the various teaching aids and materials including those of unusual dimensions.

g. Will there be exhibit areas for two and three dimensional displays?

h. Indicate the amount and location of bulletin board and chalkboard.

i. What type of room arrangement will be desired, such as perimeter or other?

j. What will be the need for other counter areas or spaces for individual student work.

k. Indicate the number and size of hoods and the utilities to be available in the hood.

l. Will there be special ventilation requirements?

m. What special requirements will there be for gas, electricity and air?

n. What will be the requirements for use of visual aids as darkening curtains and ceiling spots?

10. Physics:

a. See the general questions under Science and the specific questions under Chemistry.

b. Will this area be common with Chemistry or separate?

c. If common with Chemistry, indicate adaptations necessary for good functioning.

d. Will there be a special electrical [illegible]el with varying characteristics available to each student station or single station converters used?

11. Biology:

a. See the general questions under Science and the specific questions under Chemistry.

b. What will be the special requirements for a growing area or room?

c. What orientation is desired for this room?

d. Will there be an area for experimentation with small animals?

12. General Science:

a. See the general questions under Science and the specific questions under Chemistry.

b. What type of student work areas are desired?
Will they all be the same or varied for different types of activities?

13. Earth Science:

a. See the general questions under Science and the specific questions under Chemistry.

b. What type of student work areas are desired?
Will they all be the same or varied for different types of activities?

14. Natural Science:

    a. See the general questions under Science and the specific questions under Chemistry.

    b. What type of student work areas are desired? Will they all be the same or varied for different types of activities?

15 Will a planetarium be included as a unit of the Science department?

F. BUSINESS EDUCATION

1. What inter-departmental activities might be anticipated that should affect the location of this department in relation to others?
2. The number of students enrolled in the department will dictate how many unit areas as typing, office practice, business machines, bookkeeping, stenography, business education and retail store laboratory, will be justified and how much multi-use of areas will be necessary.
3. Will the transcription room be equipped with several channels for different speeds of taped dictation?
4. Indicate the approximate number of square feet needed in each area to carry out the program as planned.
5. What auxiliary rooms will be required as work room, conference, store room or office?
6. For each area indicate the need for the following:
   a. Student desks with type and arrangement.
   b. Supplemental sets, reference and other books for which shelving should be provided.
   c. Amount and nature of magazine and pamphlet display.
   d. Amount and type of storage for various teaching aids and materials indicating any of unusual dimensions.
   e. Exhibit areas: Indicate size and type.
   f. Amount and location of chalk and bulletin boards.
   g. Work counter, amount, depth, height and location.
   h. Darkening for visual aids.

i. Special requirements for electrical outlets.

j. Sink, Counter including provisions for hand washing.

k. Any other special features.

VI. Business Education Related Occupations

1. Has there been an area study for Vocational Technical needs?

2. What are the recommendations from this study pertaining to Business Education?

3. Does the study indicate that the training facilities needed be a part of a high school complex, in a separate unit with other vocational programs or part of a Community College development?

4. If a Vocational Technical study has not been made, has the job potential of the following types of services been explored?

a. Office Education - Accounting, Bookkeeping, Clerical, Data Processing, Office Machines, Secretarial, Stenographic, Typing, Receptionist, Switch Board?

b. Distributive Education - Building Materials, Hardware, Farm Equipment; General Merchandise including Department Stores, Variety Stores, General Stores; Food Stores including Super Markets, Groceries, Specialized Foods; Automotive Dealers including Battery, Tire and Accessory Stores; Service Stations; Apparel and Accessories; Furniture, Home Furnishing; Drug Stores; Other Retail Stores?

C. HOME ECONOMICS

1. Which basic philosophy will obtain: The multi-purpose type room or the separate food and clothing laboratories?
2. What should be the location of these facilities in relation to others such as Art and Industrial Education?
3. Should these laboratories provide for a wide range of individual differences in interests and abilities and how will this affect type of facilities and room design?
4. How many students would be accommodated in each room?
5. What auxiliary rooms should be included such as Conference Area, Work Room, Rest Room, Store Room and Office? Give size and facilities desired in each.
6. Should there be a space to leave purses and books brought from other classes?
7. Indicate the amount of shelving needed for reference and other books, and the amount and nature of magazine and pamphlet display.
8. What will be the type, amount and location of exhibit areas?
9. Give the amount and type of storage needed for various teaching aids and materials indicating any of unusual dimensions.
10. Indicate the amount and location of chalkboard.
11. Should there be provisions for darkening the room for use of visual aids?
12. What special requirements will there be for electrical outlets?

13. Indicate the number and type of kitchens with the specific facilities in each.
14. Will the kitchen units be metal, wood or a combination?
15. Give information on the type and size of stoves.
16. Will there be a disposal in one or more sinks?
17. Will there be a dishwasher unit?
18. Indicate the number, size and type of refrigerator and freezer units.
19. If one of the unit kitchens will be used for demonstration purposes, indicate location and special facilities desired.
20. Indicate the location and type of laundry equipment desired. Will there be a need for a "Drip-Dry" Laundry space?
21. Indicate the number and type of tables for use in the foods area.
22. Indicate the number and type of tables for use in the clothing area.
23. What will be the number, type and location of sewing machines and where will they be stored?
24. Indicate the size and location of ironing board storage.
25. Give the number and size of tote trays desired.
26. Indicate the amount and type of project storage.
27. What requirements will there be for a fitting area and can this be combined with a grooming areas? What facilities should be included for grooming?
28. Will there be a need for chart storage?

29. Will there be a common multi-use area, with storage space for equipment, that might be used as a living area and also for teaching home and family living, home nursing, child care and similar topics?

30. Indicate any relationships between various facilities of the department that seem desirable.

G_1. Home Economics Related Occupations

1. Has there been an area study for Vocational Technical needs?

2. What are the recommendations from this study pertaining to Home Economics?

3. Does the study indicate that the training facilities needed be a part of a high school complex in a separate unit with other vocational programs or part of a Community College development?

4. If a Vocational Technical study has not been made, has the job potential of the following types of services been explored?

a. Child Care

Child Care Aide - Private, Nursery School, Day-Care Center, Playground or Recreation Center.

Child Care Assistant - Children's Home or Hospital, Nursery in Department Stores, or Industrial Plant.

b. Clothing Services

Clothing Maintenance Specialist - Home, Department Stores, Dry Cleaning Establishments

c. Institutional Services

Laundry Service - Hospital, Hotels, Motels, Nursing Homes

Housekeeping Aide - Same as above.

d. Food Service

Supervised Food Service Worker - Schools, Hospitals, Institutions.

Assistant to Food Demonstrators

Waitress

Family Dinner Service Specialist

e. Housing and Home Furnishing Services

Assistant - Florist's Shop, Gift Shop, Drapery and Slip Cover Business

Worker - Department Store-Home Furnishings, Housewares, China, and Glassware.

f. Specialized Family Services

Companion to an Elderly Person

Shopping Service Operator

Homemaker's Assistant

H. ARTS AND CRAFTS

1. How many teaching stations will be required for the functions of this department?
2. If there is to be more than one room will the functions be divided and will there be an inter-play between areas or will the facilities be similar in each room?
3. What should be the location of this department in relation to other building facilities and departments such as Home Making, Industrial Education and Service Areas?
4. What should be the approximate size in square feet of each room? This will depend on the number of students expected and the variety of experiences offered.
5. What are the other space requirements of the program as Work Room, Storage Room, Kiln Room and Office or Conference Room?
6. List the special activity areas as ceramics, jewelry, painting and drawing, print making and weaving.
7. Indicate the specialized needs of these areas as type and dimensions of work surfaces and storage needed.
8. Indicate the location and size of sink areas.
9. What will be the power requirements for the kiln and enameling oven?
10. Give location and details of the various types of exhibit areas including bulletin board, peg board and enclosed cases. Should the building have a gallery in a prominent place for exhibit of projects of this department and others?

11. Indicate the location and amount of chalkboard.

12. Will there be a requirement for darkening for visual aids?

13. Indicate the amount and nature of magazine and pamphlet display and book shelving requirements.

I. INDUSTRIAL EDUCATION

1. What should be the place of Industrial Education in the school of the future?
2. What adjustment in facilities should be planned to adapt to the new requirements of Industrial Technical Education?
3. What should be the location of this to other departmental areas as HomeMaking, Art and Physics Laboratory?
4. What should be the arrangement of the various shop areas to one another within the department?
5. What provisions should be made for future expansion of the shop areas?
6. To what extent will the school shops be used by adult community groups?
7. What community resources may be used for shop experiences?
8. For each type of shop as General, Woodworking, Power Mechanics, Metal Working, Electricity and Electronics, Graphic Arts or Drafting give answers to the following questions which apply.
9. What will be the planned pupil capacity? Will this differ from the number of student stations?
10. Give the square footage desired, including that of the auxiliary rooms, with approximate dimensions.
11. Indicate ceiling height desired.
12. Indicate desired height of windows from the floor.

13. Should there be an area in each shop for seating the class?
14. What will be the requirements for chalk and bulletin board?
15. Should there be a tool crib or will tools be in wall cabinets?
16. Indicate all storage requirements with location and size of materials and whether vertical or horizontal.
17. Should a storage balcony be considered?
18. Indicate any special equipment such as lifts, monorail and engine, welding and forge exhausts.
19. Will power to machines be from overhead bus ducts or floor outlets?
20. Indicate location of other electrical outlets giving voltage and current requirements.
21. Indicate desired location of master power control panel and master relay operated control buttons.
22. Give requirements for compressed air and gas, and desired locations.
23. Indicate overhead door requirements and location.
24. Is an outside concrete apron desired for work on cars and large equipment? What utility connections should be easily available?
25. Give description of auxiliary rooms as, lumber storage, finishing, project storage, planning and library area or office giving size and facilities required.
26. Indicate specifically if any spray painting will be done in the finishing room.
27. What type of floor surface is desired?

28. What provisions are desired for storage of shop aprons, coveralls and street clothing?

29. Indicate requirements for toilets, washing facilities and drinking fountains.

30. After room dimensions are determined in the building design, show a complete layout giving location and description of machines, power requirements and characteristics, benches, dust collectors and other equipment for immediate and future installation.

I. Industrial Education Related Occupations

1. Has there been an area study for Vocational Technical Needs?

2. What are the recommendations from this study pertaining to Industrial Education?

3. Does the study indicate that the training facilities needed to be a part of a high school complex, in a separate unit with other vocational programs or part of a Community College development?

4. If a Vocational Technical study has not been made has the job potential of the following types of services been explored?

   a. Welders, Auto Body and Fender Mechanics and Repairmen, Automobile Mechanics, Automotive Tun-up Mechanics, Automotive Partsman, Auto Upholsters and Trim, Diesel Mechanics, Draftsmen, Electrical Appliance Servicemen, Electric Motor Repairmen.

b. A list of all of the Related Occupations would be extensive but the above indicates some of the possibilities.

J. MUSIC

1. What should be the location of the department in relation to other areas as auditorium and classroom section?
2. Should this unit be accessible without opening other areas of the building to permit use when school is not in session?
3. Should this unit include its own toilet facilities?
4. What should be the location of the Instrumental Room in relation to other rooms in the department for accessibility, sound insulation and common use of facilities?
5. What will be the size of the largest rehearsal group?
6. Give approximate dimensions of room desired including height.
7. Are risers desired? If so, indicate height, depth and number.
8. Indicate the number, size and location of Practice Rooms. Should one be sized for sectional groups?
9. What type of storage will be required for school instruments? If a Storage Room should it have humidity control? List kind and number of each instrument.
10. What provision should be made for storage of student owned instruments?
11. What will be the requirements for sorting and filing of music? Will there be a separate Music Library Room? If so, give desired location. List number and size of files.
12. Give size and location of the office with reference to the Rehearsal Room.
13. What will be the requirements for uniform storage? List the number of uniforms, hats and accessories.

14. What provisions should be made for microphone outlets to the P.A. System? What provisions should be made for a tape recorder, record changer, amplifier, speakers, etc.?
15. Indicate the requirements for chalkboard, bulletin board and drinking fountain.
16. Should there be a sink for cleaning instruments and where should it be located?
17. What will be the requirements for instrument repair?
18. Will there be a room sized for Ensembles? Check items under Instrumental and add any others.
19. For Choral facilities check items listed above.
20. Will there be special requirements for book storage?
21. Indicate the number of robes to be stored.

K. AGRICULTURE

1. What should be the location of the department in relation to others in the building as Industrial Education, Home Making and Science, and accessibility to service areas?
2. Should it be accessible directly from the outside to permit use when school is not in session?
3. Is there a desired orientation of exposure to the sun for growing plants?
4. What class size should be accommodated?
5. What should be the approximate size in number of square feet?
6. What special types of storage for books, note books, bulletins, magazines and charts are required?
7. What special storage is needed for samples and a wide variety of teaching materials?
8. Will there be a need for three dimensional exhibit area and display?
9. What should be the amount and location of chalkboard and bulletin board?
10. What should be the amount and location of work counter area and type of under-counter storage?
11. What will be the requirements for darkening for visual aids?
12. Will there be any special requirements for electrical outlets?
13. Will there be a demonstration desk and if no, what is the desired location?
14. Give size of office, facilities desired and location with respect to other department areas.

c. For the laboratory give the size of room, requirements for outside entrance, amount of counter space for testing and analysis, requirements for any special types of storage and electrical outlet requirements for test apparatus.

d. Indicate the location of the farm shop in relationship to Agriculture Room and other shops.

e. See the Industrial Education Department for a check list of shop requirements.

E. Agriculture Related Occupations

1. Has there been an area study for Vocational Technical Needs?

2. What are the recommendations from this study pertaining to Agriculture?

3. Does the study indicate that the training facilities needed be a part of a high school complex, in a separate unit with other vocational programs or part of a Community College development?

4. If a Vocational Technical study has not been made has the job potential of the following types of services been explored?

a. Agricultural Production - Farming, Farm Managers, Hatcheryman.

b. Agricultural Supplies - Grain Elevator Employee, Garden Center, Custom Sprayer, Seed Salesman.

c. Agricultural Mechanization - Machinery Service Center, Machinery Dealer, Representative for Electrical Company or Co-op, Farm Equipment operator.

d. Agricultural Products - Inspector, Butcher or Meat Processor, Frozen Foods Processor, Milk Processor, Tester, Livestock Buyer.

e. Ornamental Horticulture - Nurseryman, Florist, Landscape Aide, Golf Course Employee, Gardener, Greenhouse Operator.

f. Forestry - Forester, Saw Mill Operator, Christmas Tree Grower, Lumberman, Park Employee.

L. DRIVER EDUCATION

1. What should be the location of this facility in relation to others in the building and the Service Area?
2. Should it be accessible directly from the outside to permit use when school is not in session?
3. How many students should be accommodated at one time?
4. Will there be a room for simulators? If so, how many stations will be needed?
5. Will there be a need for any auxiliary rooms, as work room, conference room, store room or office? If so, give size and facilities needed in each.
6. How much shelving should be provided for reference books and other materials?
7. Should there be space for magazine and pamphlet display?
8. Indicate the amount and type of storage for various teaching aids and materials indicating any of umusual dimensions.
9. Will there be a need for three dimensional exhibit area and display?
10. What should be the amount and location of chalkboard and bulletin board? Should the chalkboard be magnetic so traffic situations can be demonstrated?
11. What should be the amount and location of work counter area and type of under-counter storage?
12. Should this room be without natural light or should there be windows with darkening drapes for visual aids?

13. Will there be any special requirements for electrical outlets and equipment?

14. How will the size of the projection screen required affect the ceiling height of the room?

M. SPECIAL EDUCATION

1. Is there a program in the elementary schools for those who are blind, partially seeing, deaf, hard of hearing, crippled, mentally retarded or have speech defects? If so, what responsibility does the high school have to help these children complete their education and which of these areas will be served?
2. Will there be special rooms for the severely handicapped?
3. Is a teacher-counselor type of service anticipated which will allow the students to attend regular classes?
4. Will the special education facilities be so located that they are easily accessible to the other classrooms and shops to permit a maximum amount of integration with all students?
5. Do you plan to offer physical therapy treatment to students with crippling conditions? This includes short term as well as long term cases as accidents, football injuries and surgery.
6. Is it planned to offer speech correction for all who need it at the high school level and, if so, what special facilities are needed? These are students so different in speech that attention is called to the way they speak rather than to what they say.
7. What facilities should there be in the Physical Education Department that special education students will have opportunities for practice and recreation?
8. Will some rest rooms be easily accessible for wheel chairs?

9. What requirements will there be for storage of wheel chairs and large equipment?
10. Should there be a special dining area for those who do not handle food easily as the cerebral palsy cases?
11. How many special rooms will be required? Indicate the size and any special facilities desired in each.
12. What facilities should be provided to facilitate easy access to the building by the physically handicapped?
13. What adaptations should be made in the regular and special subject classrooms as Home Making, Science, Music, Art, Industrial Arts, etc., to make them most effective for students in Special Education?
14. How does the county program affect which facilities will be housed in this building and which may be centered elsewhere?

N. PHYSICAL EDUCATION, HEALTH AND RECREATION

1. Is this program part of a total K-12 plan for physical education, health and recreation?
2. Is this program part of one developed in cooperation with and for the total community?
3. Will all children have an opportunity to participate including the physically handicapped, the "normal" and the physically gifted?
4. Is the program planned in terms of long range goals even though only a portion of the facilities may become immediately available?
5. Will the sports program be a logical outgrowth of the physical education program?
6. What should be the location of these facilities in relation to other departments including Cafeteria and Student Commons?
7. What should be the location in relation to play fields, parking and service areas?
8. How many teaching stations will be required for the contemplated program and size of the student body?
9. Gymnasium:
   a. What should be the seating capacity for spectator events?
   b. Should the room be divided for use by both boys and girls classes?
   c. Indicate the main court size for basketball.
   d. What basketball court size should be available when the gym is divided?

e. Give the floor lay-out for each side and the number of secondary basketball backboards and other game markings.

f. Indicate the manufacturer, number and location of the scoreboards desired.

g. Give the desired location of the scoring table and scoreboard cable outlet.

h. What will be the requirements for record players and P.A. System?

i. What storage facilities should be adjacent to the Gymnasium for such items as chairs, mats and apparatus?

10. Auxiliary Gym and Adapted Sports Area:

a. What should be the location in respect to the Gym?

b. Will it be an elevated area and used for supplementary seating for basketball games?

c. What should be the size of this area?

d. Should there be special equipment for the physically handicapped?

e. How much storage should there be for apparatus, mats, and special equipment?

f. Should there be any special floor markings in this area?

11. Pool:

a. Give the width and number of lanes desired for competition. Will the Diving area be separate from swimming area - "T" or "L" shape?

b. Indicate the depth of instructional and diving areas.

c. What should be the spectator capacity and will the seating be on permanent or roll-away bleachers?

d. What should be the width of deck areas for instruction?

e. Will it be designed for combination indoor and outdoor use with a sun terrace?

f. Will there be separate locker rooms or should the design permit the use of the Physical Education Locker Rooms?

g. Will the pool design be of the "Wash Over" or "Gutter" type?

h. Which type of filter is preferred?

i. Indicate the diving board requirements.

j. What will be the requirements for a pool office?

k. Will there be storage requirements for a canoe, shepherd's crook, paddle boards, lane markers, floats, weights, vacuum cleaner, etc.?

l. What will be the requirements for suit washing, drying and dispensing?

m. What adaptation should be made for non-school use?

12. Health Classroom:

a. What special facilities should be available to make this room effective for the program contemplated?

13. Locker Rooms:

a. What will be the largest number of students to be accommodated at any one time?

b. What will be the total number of students who will need locker space?

c. What will be the method of storing gym clothing?

d. Will there be dressing lockers for largest class or will a hook strip be used instead?

e. Will gym clothing be stored in cubicals or baskets?

f. If in baskets, are they on trucks, in racks around dressing area or in racks behind wire cages?

g. What should be the size of the cubicals or baskets?

h. How many shower heads are needed?

i. Will they be wall mounted on a "pole" or Ceiling?

j. Will water temperature be pre-set for all showers?

k. Will individual showers be turned on by hand valve or "timed" push valve?

l. What is the recommended height of shower heads; Junior High School, Senior High School, girls?

m. Should there be a toweling area adjacent to the shower room?

n. Will it be desirable to have a separate stall shower and dressing room in the girls' locker room?

o. What will be the system for handling and dispensing towels?

p. What should be the amount of mirror space and the number and height of hair dryers?

q. Should there be a visiting team-community locker room?

14. Physical Education Offices:

a. What should be their location in reference to the Gymnasium and to the Locker Rooms for supervision?

b. Indicate the size, and number of persons to be accommodated.

c. Is a shower and toilet area desired in connection with the office?

d. Indicate the amount and type of storage in connection with the office.

e. Where will referees shower and dress?

f. Will the athletic director have a separate office?

15. Team Room:

a. What should be the location in relation to Gymnasium, Physical Education Locker Room and access to outside practice fields?

b. What is the largest number to be accommodated at one time?

c. Will lockers be used for storage of equipment or just street clothing?

d. What relationship should there be between Team Shower Room and Physical Education Shower Room?

e. What are the requirements for training table area and hydrotherapy equipment?

f. Check items under "Locker Rooms" above.

16. Equipment Drying Area If Desired:

a. What should be the capacity for football and other team equipment?

b. What method of hanging equipment is desired?

c. What method of receiving and dispensing this equipment for daily use is desired?

d. What should be its location relative to the Team Room?

17. Equipment Storage - Current:

a. What should be the location in relation to the Gymnasium and the Physical Education Office?

b. Indicate the size of the area and type of shelving bins and hooks.

18. Equipment Storage - Seasonal:

    a. What is the desired location of this area?

    b. Indicate the desired types and amounts of shelves, bins, hooks, etc., for football, basketball, baseball, track, tennis and other sports.

    c. Give location, type and amount of field equipment storage.

19. Laundry:

    a. Will towels, swim suits and certain other equipment be laundered by school or sent out?

    b. Will other departments use this equipment. Will it also serve other buildings?

    c. Give type and size of equipment desired.

    d. In what area of the building will it be located?

O. LARGE GROUP INSTRUCTION

1. What will be the functions of this facility?
2. What should be its locations with respect to other building areas?
3. What should be its capacity?
4. Should the floor be flat, sloping or tiered?
5. If tiered should there be a continuous counter-like work surface on each tier?
6. Will seats be fixed or movable?
7. If there is to be stage indicate its height and size.
8. What facilities should be provided as ceiling spots, lighting controls, curtain, P.A. System, TV outlets, Projection Screen, Projection Booth, Remote A-V controls and utilities for Science demonstration?
9. How much chalk and bulletin board should be available? If there is a stage may the chalk board be on a movable stand?

O_1. Television

1. What provisions will be made for T. V. reception throughout the building?
2. Will there be an antenna system to pick up commercial stations?
3. Will there be facilities for Closed Circuit T. V.?
4. Will the CCTV facilities be central for the school system or for this building only?
5. What facilities will be desired as studios, control rooms, film chain room and production workroom.

6. What provisions should be made for programming outlets for television cameras in special purpose rooms as gymnasium, auditorium, pool and cafeteria.
7. Should there be outside camera outlets for shooting outdoor events.

P. LIBRARY-INSTRUCTIONAL MATERIALS CENTER

1. What will be the function of this facility? Will it serve as a complete Instructional Materials Center in all that implies or deal mainly with printed matter and its use by students and faculty?
2. If the practice is to divide the above functions, indicate the set-up for handling such materials as films, recordings, maps, charts, globes, museum items and others, and the relationship to the library services, if any.
3. Will this Center serve the whole school system or this building only?
4. What provisions should be made for future expansion?
5. If the building is to have more than one floor level, what provisions should be made to ease the moving of materials from this area to other parts of the building?
6. What is the desired location in relation to departmental areas?
7. Will the reading area be required to serve as a library-study hall or used principally for reference and research?
8. Will there be more than one reading area? If there are to be departmental library centers, what will be the relationship between them and the Central facility?
9. How will the library function? Will it be used by class groups, committees, individuals or combinations and how will this affect the student capacity requirements?

10. Will student study areas be at individual carrels study tables or a combination?
11. Will any carrels be wired for use of tape recorders and other teaching aids?
12. What kind of shelf space will be needed in the reading area and for how many volumes?
13. How much space will be needed for magazine display?
14. Indicate the kinds and amounts of display space, as bulletin boards in and out of the reading area and three-dimensional display.
15. Will all materials be available for "browsing" except back magazines, duplicate books, films and similar items?
16. Indicate the amount of space and location of an informal "easy chair" area if such is contemplated.
17. Will there be a separate room for teachers for research and study and what kind of materials should be provided here?
18. How many conference areas will be needed and how will they function? Will they be used for committee groups, for small group projection, or listening to recordings or T.V. viewing? What size rooms are needed for the functions planned and how much visual supervision is desired?
19. What will be the size and location of the office area in relation to other facilities?
20. Will there be a separate Audio-Visual office?
21. What will be the size and location of an Audio-Visual equipment storage, film repair and preview room and what facilities should be included?

22. What will be the location of the work room with reference to the office and other areas and what facilities will be desired such as sink, files, shelving and work counters? What activities will take place here? Will any facilities need to be locked?

23. What will be the need for storage of back issues of magazines? How many titles and for how many years? Might this area be part of the work room? What use will be made of micro-film for back magazines or other information?

24. Will there be a Graphics production center for preparation of slides, overlays, picture mounting and other materials?

25. Will there be an "individual project" work area?

26. What kind of shelf space will be needed, how much and where, for duplicate books, pictures, charts, maps, globes, film strip, films, recordings and other such materials?

27. How many staff members will there be: librarians, clerks and student help? The number of such persons required to carry out the purposes of the Materials Center will have a direct bearing on the space requirements in the various areas.

28. What will be the relationship of conference rooms, work rooms, and other facilities to the total school need for such areas and how used?

29. Is this facility involved in the matter of text book storage for the building?

Q. STUDY HALL

1. The need for this facility if any, will depend greatly on the type of school organization and student load requirements.
2. Should it be adaptable for any other current purposes?
3. Should it be designed for future adaptation to another use?
4. What should be its student capacity?
5. What should be its location in relation to other facilities such as Library?
6. Indicate the need for book shelving and counter surface for reference and other books.
7. What other facilities are needed as chalkboard, bulletin board and exhibit areas?
8. Are there any other facilities of the building that might substitute for this purpose should the permanent organization of the school be in doubt? Student commons and cafeteria are possibilities.

R. AUDITORIUM

1. What should be the location with respect to other building areas such as Gymnasium, Music, Art, Speech, Dramatics and Administration?
2. Indicate the location with respect to public access, parking and stage deliveries.
3. What seating capacity is desired?
4. Should the foyer be designed to serve any additional functions?
5. What provisions should be made for public telephones, ticket booths, check rooms and public toilets?
6. What size orchestra should be accommodated and will this be in a pit? What special electrical outlets should be available?
7. Should a projection booth be provided and should there be remote controls?
8. Give the dimensions of the stage area desired and any requirements for flying scenery.
9. What will be the lighting requirements for foot lights, borders, spots, floods, dimmer control and any others?
10. What stage draperies will be needed as act curtain, middle curtain, cyclorama, valances, teasers and backdrop?
11. What will be the requirements for P.A. microphone and T.V. antenna outlets? Should there be programming outlets for T.V. Cameras?
12. Will the stage serve for any other functions? If so what special adaptation are desirable?

13. What will be the requirements for a stage work area for scenery construction, painting and storage? Indicate the size of this area and the facilities needed such as flat storage, paint locker, tool cabinet, sink and any others.

14. What will be the requirements for dressing rooms, make up room and toilet facilities?

S. ADMINISTRATION

1. Will this office serve for other than the administration of this particular building?
2. What should be its location with respect to public accessibility?
3. What should be its location with respect to student population within the building?
4. General Office:
   a. What should be the size of this area and how many secretaries should it accommodate?
   b. What should be the counter height and depth and what type of storage should it provide?
   c. Indicate the waiting area capacity.
   d. Does student office traffic make two entrance doors to this area desirable?
   e. Indicate the number of filing cabinets required.
   f. Give location, number and size of teachers' mail boxes.
   g. Indicate desired location of the teachers' bulletin board and the telephone switchboard.
   h. Where should the permanent record files be located?
   i. Indicate the location and size of closet space for clothing and the location of lavatory and toilet facilities in the administrative area.
5. Vault:
   a. Give size and location.
   b. Indicate the shelving needed and other specific requirements.
   c. Will there also be a money safe within this area?

6. Workroom:

   a. Indicate location and size and if it will be used by both secretarial staff and teachers.

   b. What should be the counter length, depth and height?

   c. Give amount of shelving needed and whether it should be open or closed.

   d. Will a sink be desired in this room?

7. Principal's Office - Indicate the following:

   a. Location in relation to general office and accessibility from waiting area.

   b. Desirability of a secondary exit.

   c. Size of room.

   d. Requirement for book shelving and combined work surface near probable desk location.

   e. Requirements for bulletin board area and large map of district.

   f. Location of telephone outlet.

   g. Location of P.A. microphone.

8. Vice-Principal's Office:

   a. See items under Principal's Office above.

9. Communications:

   a. What types of communications systems will be desired?

      (1) Intra-school dial system.

      (2) P.A. system which has a variety of possibilities?

      (3) Will this system tie in with possible separate systems in the gym, pool, auditorium and large group instruction area or be entirely independent?

   b. Where will the console be located?

c. Will there be a communications room large enough for small groups? If there is to be a TV studio does this function tie in with it?

d. What will be the location of other microphone outlets as stage, music rooms, speech rooms, etc.?

e. Will the program go out over the P.A. system or will separate bells be used?

f. Will there be supervision over the P.A. or will there be a "privacy" switch for talk back?
Should it be possible to originate a call in the classroom.

10. Teachers' work area for those whose assigned room is being used by another:

a. Will there be one for the entire staff, several around the building or part of department offices?

b. Indicate location, capacity and facilities needed; such as desks, files, typewriter, telephone, etc.

c. Where will teachers' duplicating work be done, in the central office, in a special duplicating facility or in departmental office-storage rooms.

11. Conference rooms:

a. Give number, location, capacity and any special requirements.

12. Book Store:

    a. Give location, size and special counter and shelving needs.

13. Board of Education Offices:

    a. Will they be housed in this building and if so, where in relation to the other facilities?

    b. List the various needs with specific details for each.

14. Guidance:

    a. Give the desired location with reference to the Administration Area.

    b. Indicate the number of counselors' offices needed and the size of each.

    c. Should there be a conference room in this area and what should be its capacity?

    d. Will there be a need for small group testing and could the conference room serve both needs satisfactorily?

    e. Where will test materials be stored?

    f. Should there be a record storage room and how will this tie in with record storage requirements of the principal's office?

    g. What should be the capacity of the waiting room, and can this area be common to any other as the Health Unit?

    h. If there is to be a display area for books and pamphlets in the waiting area, indicate the kind and amount of shelving, bulletin boards, peg board, tables, etc., desired.

i. Will there be a secretary's desk here?

j. What will be the telephone outlet requirements in the guidance areas?

15. Health Unit:

a. What health services will be provided?

b. Indicate the desired location of the clinic in relation to other departments, as Administration, Physical Education, etc.

c. Should it be easily accessible from the service area?

d. What should be the size of the nurses' office?

e. List requirements as sink, cabinets for supplies, etc.

f. Will there be an examining room for doctors' use?

g. Will eye testing equipment and audiometer be used here?

h. How many rest areas for children who are ill will be required and what utilities?

i. Give the size of waiting area needed. Might this facility utilize the General Office or Guidance Waiting rooms?

T. STUDENT ACTIVITIES

1. Publications - see English Department.

2. Club Activities:

   a. What special facilities will be desirable for this program as a Dark Room, Radio Room, Rifle Range and others. List and specify location and requirements of each.

   b. What added facilities would make other spaces adaptable for such purposes?

3. Student Store:

   a. Where should it be located to best serve the students and be most easily supervised.

   b. Indicate type of activities and facilities contemplated

4. Student Commons:

   a. Will it be a social area, an activity area for games and dancing or combination of both?

   b. What should be it's location in the building with respect to Gym, Cafeteria and easy access from outside?

   c. Indicate what facilities will be desired as snack bar area, storage, possible partitioning off for group activities, conduit for TV antenna lead-in, record player and any others.

5. Student Council:

   a. Where will it have its "home-base"?

   b. What special facilities will be needed?

   c. Will it handle the "lost and found"?

   d. Will it run the school store?

   e. Will it need a special meeting place, or will it utilize other available areas?

U. STAFF FACILITIES

1. Will there be a common lounge for men and women or separate ones for each? Will this also serve as a staff dining area?
2. What should be their location in relation to other areas?
3. What should be the size of the room or rooms?
4. Will there be a Kitchenette as part of the equipment?
5. What should be the location of powder room and toilets in relation to the lounge area? Should there be additional staff toilets in other areas of the Building?
6. Are there any special requirements?

V. FOOD SERVICE

1. Cafeteria

a. Indicate the desired location in the building with respect to other areas. How will this location affect student traffic?

b. What should be its seating capacity? This will be affected by the number of serving periods planned, the length of these periods, and whether the school operates on a "closed campus" plan.

c. How will any "special events" activities affect its size, location or facilities?

d. Will this room be used for any other than cafeteria purposes, as a study hall or large group instruction? How will these uses affect the design of the space? Will there be a stage? Should the floor be tiered?

e. Will any of the food be dispensed through vending machines?

f. Should there be a "snack-bar" area included?

g. Will there be a place to store student's books while they are eating?

h. Will there be a separate teacher's dining area? If so, indicate size, location and serving facilities.

i. Will there be a dining area for non-professional staff?

j. Are any adaptations desirable for serving those pupils who bring their own lunch?

2. Kitchen

a. Will this facility become a central food preparation area or serve this building only?

b. How many meals will be prepared here?

c. What will be the storage requirements for surplus foods and regular supplies?

d. Will the food be served as a set plate lunch, ala carte or both?

e. How many serving lines will be required? Does this include a "snack-bar" line?

f. What should be the location of the Kitchen in relation to the service area? Should it have a separate unloading dock?

g. What provisions should be made for storage of cans and paper cartons until they can be removed?

h. How will soiled dishes be handled?

i. Development of a kitchen layout will come after a determination of the facilities needed for the functions to be performed, has been made.

V_1. Food Service Related Occupations

1. Will these facilities be utilized to train students:
   a. In quantity Cookery
   b. In Food service management
   c. In Food merchandizing
   d. As Food service workers
   e. As Cooks and Chefs (hotels and restaurants)
2. What additional facilities would be desirable to carry out such a program?
   a. Classroom and demonstration laboratory
   b. Place for change and storage of street clothing both boys and girls.
   c. Additional space and work tables in Kitchen for actual experience in a production situation.
   d. Storage for resource materials - films, scales, carts and similar items.

W. COMMUNITY USE - To what extent will the school be used by the community? What affect will this have on various areas and the need for special ones?

1. Auditorium:
   a. Will this be a "Civic Players" center? If so, what special storage requirements and other facilities will be desirable?
   b. Will community use affect the seating capacity?
   c. Will community use affect the need for a scenery loft?
   d. What effect should community use have on building zoning for traffic, heating P.A. system, telephones, check room and toilet facilities?
   e. Are there other special considerations?
2. Gymnasium Area:
   a. Should there be separate community locker rooms for both men and women, or will Physical Education Locker Rooms be used?
   b. Should there be a separate storage area for community group equipment?
   c. Will community use require special zoning of these areas from the rest of the building?
3. Cafeteria:
   a. Should there be a Kitchen for community use other than the Cafeteria Kitchen?
   b. Will community use require special zoning of this area?
   c. Are there any other special community use requirements?
4. How will evening school activities of various departments - commercial, homemaking, shop, art and others - affect the planning of these departments and facilities needed?

5. Are there other community uses that will affect the building plan?

X. SERVICE AREAS

1. Boiler Room:

   a. It is desired that this area be in a detached building or an integral part of the main structure?

   b. Are there any special reasons for its location other than easy access from the service area and good mechanical considerations?

   c. What type of fuel is to be used?

   d. Will all or part of the building be air conditioned?

2. Receiving Room:

   a. Indicate the preferred location.

   b. Should there be a raised unloading dock?

   c. How large should this room be and will it also serve for some storage?

3. Supply Storage:

   a. How large an area is needed for maintenance materials and equipment? Should racks be provided for large drums?

   b. How large an area is needed for general building supplies?

   c. Will this area accommodate a maintenance and repair shop or should this be a separate facility?

   d. How large an area is needed for general educational supplies?

4. Custodians:

   a. Will there be an office for the head engineer or custodian?

b. Will there be shower facilities and dressing lockers for this staff?

c. Will there need to be separate facilities for matrons?

5. Student Toilet Areas:

a. Indicate any special locations desired because of building zoning.

b. Will any need to be designed to serve also for summer playground programs or athletic events?

c. Should they be designed with a separate entrance and exit or will one suffice?

d. Is a book shelf desired in these facilities?

e. Is there a preference as to type of fixtures as floor or wall mounted?

6. Custodial Service Sink and Supply Closets:

a. Is there a specific operating radius desired which will affect the number of service closets included?

b. Are there any departmental areas which should have service closets immediately adjacent?

c. Indicate size and type of facilities and amount of storage needed.

d. Should the sink be a floor recessed type?

7. Laundry - See Physical Education Department.

8. Grounds and Equipment Storage:

a. What grounds equipment will need to be stored as power-mowers, hose, wheelbarrows and tools?

b. Will this be part of the building with outside entrance only, or in a separate building?

c. Where will field equipment for physical education and athletics be stored?

9. Bus Loading:

a. Should there be a special area for loading buses?

b. Should this be a covered area?

c. How many buses should be accommodated at one time?

d. Is there a special method of parking buses for loading that should be observed?

V. SITE

1. List all the functions the site will be called on to serve now and in the future such as the building, sports fields, parking, bicycle parking, outdoor laboratories, driver education range, and others.
2. Give the number of the various areas, their dimensions and any desired groupings.
3. Indicate the number of cars to be accommodated both in general parking and visitor parking.
4. Will a special area be needed for bus parking and maintenance?
5. Is there a preferred area for the building from the standpoint of setting, location of utilities, service and accessibility for public and pupil transportation?
6. Will the site be developed in conjunction with any other municipal agency for recreation and community use purposes?